

THE  
Connecticut Common School Journal  
AND  
ANNALS OF EDUCATION.

---

---

VOL. IV. HARTFORD, SEPTEMBER, 1857. No. 9.

---

---

SPELLING-BOOKS AND SPELLING.—No. 4.

WE purpose now to consider proper methods of teaching spelling. Let us begin by asking, What is spelling? Is it telling the letters in a word? This is what is usually understood in the school use of that term. But how is it outside of the school-room? Of all the multitudes who *use* spelling, how many of them ever use oral spelling? It is never used for any practical purpose. Writing is the only mode in which spelling is ever *used*; and this is what we must consider the true meaning of the term,—writing words correctly. Writing and spelling are synonymous terms. Indeed they are inseparable. We never write without spelling, and it may be said to be equally true, that we never spell without writing. Oral spelling, as it is called, is only telling how to spell.

And here we may notice a distinction for a disregard of which learners are frequently subjected to much useless and unproductive labor. Those branches which are usually denominated studies, may be divided into two classes.

1st. Those branches which we are to learn to do, to use, to practice, as means of progress or acquisition. To this class belong reading, writing, calculation, &c.

2d. Those branches which simply require to be learned or understood as matters of information. To this class belong history, geography, &c.

It is very common, nay almost universal, to find all these branches treated alike, and taught as matters of theory—of information simply.

But this is an error. There is a very striking difference between knowing how a thing is done, and knowing how to do it. Reading, writing, calculation, and kindred branches are really the instruments of mental locomotion, and can no more be learned by theory, than walking or swimming. Whatever we are to learn to *do* we must learn by *doing*, and doing in the way it is afterwards to be used, or else be compelled to learn it again, whenever we wish to use it. It is very evident that he who knows how to do any particular thing, must know how it is done; while it is perfectly possible, and very common to know how a thing is done, without knowing how to do it, that is, without being able to do it. Oral spelling, as it is called, has hardly the poor apology of teaching how it is done, to say nothing of teaching how to do it. This is believed to be the true explanation of our want of success in teaching spelling, which is so evident in all classes of community.

It will doubtless be admitted that if we could find any course of instruction, which had been sufficiently tested, and which produced permanent results, leaving its pupils uniformly correct spellers, it would be safe to recommend it for general adoption, or for trial at least. Fortunately we have such a course of instruction, which has been extensively tested, with uniformly satisfactory results. It commences with its pupils in the condition in which they usually leave our common schools, and leaves them, with very few exceptions, correct spellers for life. We allude to printers. It is upon the printer that all classes are dependent for correctness in this department of language. It is very uncommon to find a printer who is not generally correct in spelling.

Let us inquire then, how the printer learns spelling. Does he use a spelling book? Never. Does he learn any lessons? Not what we call lessons in school. How does he learn to spell? By simply *doing* what he is expected to *learn*, and having his errors pointed out, and correcting them, until he has corrected his faults, by learning to *do* them right.

Let us take a boy at the usual age at which he leaves the common school, say fifteen or sixteen, and follow him through his lessons in the printing office. At his first lesson he is placed at a case of type, the necessary implements furnished him, and a paragraph of printed copy is placed before him, which he is expected to reproduce in type. The direction given him by his teacher is, "Follow copy," that is, imitate the copy, line for line, word for word, spelling, points, capitals, and all. When this is done, a single impression is taken

from it, the errors marked, and he is taught to correct them. This is the whole of his first course of lessons. Simply *doing* what he is to learn. This is continued until he is able to "follow copy," with accuracy and facility.

And here is the first important element in the language part of primary instruction. "Follow copy." When the learner is able to do what he can see others have done, and in the way they did it, and do it correctly, he may be prepared to 'go alone:' but not till then. The ability to copy correctly, is a very important acquisition, not only as a means of positive progress, but for a great variety of practical purposes. Nor is it so easy a task as it might seem at first. To say nothing of younger pupils, but a small proportion of our pupils at the time they leave school, are capable of making a reliable copy of an article of any length, in all particulars. We say this as the result of many years observation, on this point. Is it not folly, then, to require a child to *say* exactly the words of an author, before he is able to copy them correctly, when placed before him.

But to return to our printer's pupil. When he is able to follow accurately printed copy, he is allowed to go a step higher and try manuscript, or written copy. And here he is subjected to a new ordeal. Very little manuscript comes to the printer in all respects correct. They contain generally more or less errors, in spelling, points, capitals, and frequently in grammar. He is expected to produce a corrected copy in all these particulars, or correct the omissions afterwards, if he does not. In this way he soon discovers in what he is still deficient; and the next positive stage in his progress, is when he is able to distinguish between what he does, and what he does not know, so as to decide, without loss of time, in any case of doubt, either to go on, or to refer to the dictionary, or other proper authority, and decide it. From this time his progress is positive. Each new decision is a new acquisition, and each correction is the same. And if he is true to himself, in deciding every case of doubt afterwards occurring, he may be said, for all practical purposes, to be master of the language, in all these particulars. And is not this the condition to which we should endeavor to bring our pupils before the proper age to leave school?

It is true that in most of our High Schools, this general principle is recognized, though often with very limited application. Writing, spelling and grammar are treated as separate branches, entirely independent of each other; while for all practical purposes, they are inseparable. They are parts of a whole, which to be usable

must work harmoniously together. Each is nearly worthless alone, but when properly taught in connection, require little, if any more time or labor from the teacher, than each requires separately.

But in our primary schools, where most of what might be called the mechanical part of these branches should be acquired, it is in a great measure neglected, while their time is frittered away in vainly trying to understand theories entirely above their comprehension. It is a mistake to suppose that a knowledge of the theory of language or of arithmetic is necessary before the pupil can learn to use them. In acquiring a knowledge of any of the industrial pursuits, the theoretical knowledge is expected to be acquired incidentally, in connection with the practical, or filled up afterwards, when the learner, from his more thorough acquaintance with the details, is better capable of understanding it.

If our pupils in the lower schools were more employed in learning to do those branches which they are afterwards to use as means of acquisition, taking care to see that they are intelligent exercises, requiring the use of the appropriate faculties, in due proportion to their mental development, and leaving the higher matters of theory to a more advanced stage of their education, when they are better able to appreciate them, we should have more symmetrically developed minds, and fewer dull scholars.

---

### THE TEACHER.

MR. EDITOR :—In a great measure the teacher is responsible for the character and destiny of his pupils. Members of future communities are intrusted to his training and characters, either as adornment or disgrace to society, will bear the impress of his hand.

Is it a small thing to be intrusted with the care of a young and tender mind as impressible as clay? It is not to the teacher who, looking forward through ages, and in the light of eternity, sees his pupils bearing his own likeness.

The first and most important qualification for a teacher is, a spotless moral character. Some would place talents foremost, but of what use are they without virtuous principle to guide them? They are like a fine ship complete in every thing except a helm. Byron was a man of genius and great intellectual power; but his works have been as poison to many a youth. Enough talent has been lost

for want of virtuous principle to guide it, to redeem the world from error and darkness. Then can we set too high value upon moral instruction ?

Let the teacher mix good examples with wise precepts, and his instructions can not fail to be received and felt. The least inconsistency in the teacher, will be noticed by the pupils, and diminish their confidence in him.

A mind well disciplined, and filled with all sorts of knowledge to amuse and instruct youth, is necessary. The teacher should have considerable acquaintance with men ; as a good knowledge of human nature will enable him to act promptly and efficiently in discipline.

H.

---

### HABIT.

THE more man's nature is developed, the more visible appears its controlling power. The most trivial act often repeated soon becomes a fixed habit, which the efforts of years may not, and most likely can not entirely erase. As weeds grow spontaneously and if left to themselves will fill our gardens, crushing beneath their rapid growth the more useful and beautiful productions, so will wrong acts take root in the heart and thrive, causing the good, if any there be, to lie buried beneath their influences. Weeds do not require planting, the seed being ever ready in the soil to spring up in every spot. Thus as we are prone to evil we need only a little "letting alone" and wrong acts will be committed and repeated : then to subdue them *habit* must be contended against. There are two currents in life's ocean ; the upward and downward. If the guidance of youth has placed us in the upward course then may it be comparatively easy to continue therein. But if left to glide downward, great must be the efforts and unwearied, that will place and hold us in the upward current ; for heavy waves will dash over us that may change the course of our frail bark and again carry it down. Any act that is not desired to have a permanent influence ought not for once to be indulged, for acts repeated become a part of self. Man is said to be little else than a bundle of habits and if so nothing in the bundle will be more destructive to usefulness and happiness than the lack of a prompt and *definite* habit of action. This want of a definite purpose will disappoint and discourage until hope will almost faint ; and the de-

sire for right will be greatly weakened. But, while the power of habit is strong there is great encouragement for efforts to place its power on the right side. Let none be "weary in well doing," but with energetic, constant determination guide at least their own bark, by the help of the great director, so that it be not at last dashed in the whirlpool of ruin. Beside we are told self conquerors are the greatest of victors; may we be careful that habit shall aid us toward the victory of the good and pure over evil. M. H.

---

### SOMETHING ABOUT SCHOOL COMMITTEES.

"Its a poor rule that wont work both ways! As the boy said, when he returned the ferule at his master's head;" and though our *teacher* instincts refuse to acknowledge the legitimacy of that peculiar mode of illustration, we'll plead guilty to a strong sympathy with the spirit of the thing, and contend that the proverb is as true, as it is trite. A teacher has no more right to *abuse* a scholar, than the pupil has to pursue a similar course toward the teacher. But it was of Committees we proposed to speak.

By what prerogative does a committee claim the right to arbitrarily dismiss a teacher in defiance of every principle of ordinary business courtesy, with no previous warning, and yet require of that teacher *three weeks* notice of an intention to leave, under penalty of losing a portion of his frequently meagre compensation. The Committee has, during vacation, the same length of time to look for a substitute, that the teacher has to seek a situation; and far greater facilities. And moreover, the *teacher* is laboring under the disadvantage of the injury to his reputation, consequent upon his dismissal, which may be but the result of a careless misunderstanding, or an egregious blunder. And what *right* either moral or legal, has the Committee to injure his reputation and fasten on him such a slander, arising only from an honest difference of opinion, to which his *professional* education, justifies his adherence.

A committee appointed to take measures for the health of a city, is not necessarily composed of M. D's., nor expected to dictate to the practising physician, as to the mode of treatment of his patients. Neither is a *school* committee composed of teachers and equally absurd is it for them to pretend to judge of the exigencies of a case,



in which they know neither the teacher, the pupil nor the circumstances.

The committee may be made up of a cook, a farmer and a sea-captain, any one of whom may visit the school, complain of the teacher, and have him dismissed. The unfortunate pedagogue calls on them, instructs the farmer to load his hay and is called a dolt; suggests a new ingredient in the cook's stew, and is ordered out doors; takes a turn at coiling a rope, and commands the captain to reef a top-sail, and get tumbled overboard. *That rule wont work both ways!*

Few teachers are perfect. Any but one whom Providence has blessed with the instruction of *our* Normal school would have said *none* are; and scarcely any can feel it *more* than *we*. And the more we teach, the more we know and feel it, yet if we are to be uprooted at every experimental *dig* of the committee's shovel, and undermined by every *freakish* mole of surmise, and supposition, we might as well despair of ever growing steadily upward, strong in our firm rooting in the ground of right and truth, and be content to *rege-tate* on the changing tide of popularity.

A case in point. A teacher was dismissed from her school with *two hours* notice, and that given only at an *accidental* meeting with one of "the board." We can not speak from personal knowledge of her *teaching*, as we never chanced to be in her school, but we are acquainted with many of her pupils and their parents, and we *do* know that she was particularly beloved of the former, and that the latter expressed universal satisfaction. Now, with these two points gained, and most important points they are—the love of the pupils and the confidence of the parents, a field was opened to her, to do great good, and accomplish great purposes. The field was *open* to her, whereas the *new* teacher must needs begin where she did, and traverse the same ground, and moreover beat down the wall of strong prejudice in the minds of the pupils which their love for the old will build around the new. This is a disadvantage that presses closer and harder on every new teacher, and none the less on the pupils. A vine will flourish but poorly that is every year torn from its fastenings and trained over a new trellis.

Now does "the committee" consider the teacher as *raised above* or sunk *below* the ordinary range of human ills,—to be censured for falling short of perfection, or to be unaffected by slander and injustice? And that to dismiss a teacher without just cause, *is* a slander

who will deny ; a slander that can not fail to injure his *professional* reputation.

It is comparatively easy to bow to the inevitable decreess of omnipotent foresight, but it *is* hard to submit to that which seems but the abuse of power, and legal fraud.

And there is another rule to which in conclusion we would respectfully call the attention of "the board," which however may strike them as too antiquated for this progressive and *aggressive* age. It is called "THE GOLDEN RULE."

E. M. S.

---

### THE TEACHINGS OF THE EYE.

It is the wise observation of a French writer, who has given utterance to very much that had better never have been written or spoken, that "few men know how take a walk ;" by which I suppose him to mean, that few of those who go forth amidst all the glories of nature, profit as they might from the scenes presented to them. I quite agree with him ; and could wish to make a few observations connected with the subject.

In the first place then, as it seems to me, every *wise* man will more or less, be an earnest observer of nature. How deep a student was David in that school ! To him nature seems to have been a great depository, out of which he was every hour drawing materials for his own happiness and improvement. The storm and the sunshine ; the moon walking in brightness ; the sun rejoicing as a giant to run his race, and sinking to rest in the golden West ; the cattle on a thousand hills ; the labourer going forth to his work, and returning to the repose of the evening ; the rain descending on the new-mown grass ; the fruitful field, the golden harvest, the snow on the mountain-top, and the deep fountains of the valleys beneath,—are all subjects on which he loves to expatiate, and he evidently walks among them as the delighted spectator of a theater of wonders, almost as much may be said of him whom I may call his more philosophising and practical son. What a watcher had Solomon been of the ant in her many chambered mansions ; and of all the world of plants from the cedar of Lebanon to the hyssop on the wall ! And so the Creator, when the world first proceeded from His glorious hand, is described as looking upon it with evident delight, and pro-



nouncing it to be "very good." What poetry is there in the expression, "Let there be light, and there was light!"

How full of imagery drawn from nature is also the language which God is pleased constantly to put into the mouths of his prophets. And thus, also, in the New Testament, the sparrow falling to the ground, the lilies of the valley, the fields white with the harvest, are objects of His notice, and are called in as images to illustrate and adorn His lessons. I need go no further. He who would follow in the footsteps of the holiest of men, and of their glorious creator himself, will be a careful spectator of nature. He will be far from hurrying through its scenes without feelings of admiration and delight. In fact, what an injury do they inflict on themselves who shut their eyes on the beautiful volume which the Lord of heaven and earth has thus thrown open to them. Other beautiful objects, the works of man, the treasures of human wisdom and art, are locked up in the museums of the rich and great. But Nature is the universal treasure-house, to which the peasant has as free access as the king. How delightful for the man shut up during the hours of daily toil in the hot and crowded city, or in some low and smoky cottage, to be at liberty to escape for a moment to the green meadow or the shining river, to watch the last ray of the sun, to see the stars kindling in the heavens, till, at last, night spreads out the "brave overhanging canopy" spangled with ten thousand stars.—*Selected.*

---

## STORY FOR THE YOUTH.

### A GOOD DEED IN SEASON.

By Virginia F. Townsend.

"GET away with you, you dirty old beggar boy. I'd like to know what right you have to look over the fence at our flowers!" The speaker was a little boy not more than eleven years old, and though people sometimes called it handsome, his face looked very harsh and disagreeable just then.

He stood in a beautiful garden just in the suburbs of the city; it was June time, and the tulips were just opening themselves to the sunshine. Oh! it was a great joy to look at them as they bowed gracefully to the light winds their necks of crimson, of yellow and carnation. The beds flanked either side of the path, that curved around a small arbor, where the young grape clusters that lay hid-

den among the large leaves wrote a beautiful prophecy for the autumn.

A white paling ran in front of the garden, and over this the little beggar boy, so rudely addressed was leaning. He was very lean, very dirty, very ragged. I am afraid, little children, you would have turned away in disgust from so repulsive a spectacle, and yet God and the angels loved him.

He was looking, with all his soul in his eyes, on the beautiful blossoms, as they swayed, to and fro, in the summer wind, and his heart softened while he leaned his arm on the fence railing, and forgot every thing in that long, absorbed gaze. Ah! it was seldom the beggar boy saw anything good or beautiful, and it was sad his dream should have such a rude awakening.

The blood rushed up to his face, and a glance full of evil and defiance flashed into his eyes. But before the boy could retort, a little girl sprang out from the arbor, and looked eagerly from one child to the other. She was very fair, with soft hazel eyes, over which dropped long, shining lashes. Rich curls hung over her bare, white shoulders, and her lips were the color of the crimson tulip-blossoms.

"How could you speak so cross to the boy, Hinton?" she asked, with a tone of sad reproach quivering through the sweetness of her voice. "I'm sure it doesn't do us any harm to have him look at the flowers as long as he wants to."

"Well, Helen," urged the brother, slightly mollified, and slightly ashamed, "I don't like to have beggars gaping over the fence. It looks so low."

"Now that's all a notion of yours, Hinton. I'm sure if the flowers can do any body any good, we ought to be very glad. Little boy," and the child turned to the beggar boy, and addressed him as courteously as though he had been a prince—"I'll pick some tulips if you'll wait a moment."

"Helen, I do believe you're the funniest girl that ever lived!" ejaculated the child's brother, as he turned away, and with a low whistle sauntered down the path, feeling very uncomfortable—for her conduct was a stronger reproof to him than any words could have been.

Helen plucked one of each specimen of the tulips, and there was a great variety of them, and gave them to the child. His face brightened as he received them, and thanked her.

Oh! the little girl had dropped a pearl of great price into the black,

turbid billows of the boy's life, and the after years should bring it up, beautiful and bright again.

Twelve years had passed. The blue-eyed girl had grown into a tall, graceful woman. One bright June afternoon she walked with her husband through the garden, for she was on a visit to her parents. The place was little changed, and the tulips had opened their lips of crimson and gold to the sunshine, just as they had done twelve years before. Suddenly they observed a young man in a workman's blue overalls, leaning over the fence, his eyes wandering eagerly from the beautiful flowers to herself. He had a frank, pleasant countenance, and there was something in his manner that interested the gentlemen and lady.

"Look here, Edward," she said, "I'll pluck some of the flowers. It always does me good to see people admiring them," and releasing her husband's arm, she approached the paling, saying—and the smile round her lips was very like the old child one—"Are you fond of flowers, sir? it will give me great pleasure to gather you some."

The young workman looked a moment very earnestly into the fair sweet face. "Twelve years ago, this very month," he said, in a voice deep, and yet tremulous with feeling, "I stood here, leaning on this railing, a dirty, ragged little beggar-boy, and you asked me this very question. Twelve years ago, you placed the bright flowers in my hands, and they made a new boy—aye, and they have made a man of me, too. Your face has been a light, ma'am, all along the dark hours of my life, and this day that little beggar boy can stand on the old place, and say to you, though he's an humble and hard-working man, yet thank God, he's an honest one."

Tear-drops trembled like morning dew on the shining lashes of the lady, as she turned to her husband, who had joined her, and listened in absorbed astonishment to the workman's words. "God," she said, "put it into my child heart to do that little deed of kindness, and see how great is the reward He has given me."

And the setting sun poured a flood of rich purple light over the group that stood there—over the workman in his blue overalls, over the lady with her golden hair, and over the proud looking gentleman at her side. Altogether it was a picture for a painter, but the angels who looked down on it from heaven saw something more than a picture there.—*Boston Gazette.*

## MANAGEMENT OF BOYS.

How greatly do parents and preceptors err in mistaking for mischief, or wanton idleness, all the little manœuvres of young persons, which are frequently practical inquiries to conform or refute doubts passing in their minds! When the aunt of James Watt reproved the boy for his idleness, and desired him to take a book, or employ himself to some purpose usefully, and not be taking off the lid of the kettle, and putting it on again, and holding now a cup and now a silver spoon over the steam, how little was she aware that he was investigating a problem which was to lead to the greatest of human inventions!

It has been said that we were indebted for the important invention in the steam engine, termed *hand-gear*, by which its valves or cocks are worked by the machine itself, to an *idle* boy of the name of Humphrey Potter, who, being employed to stop and open a valve, saw that he could save himself the trouble of attending and watching it, by fixing a plug upon a part of the machine which came to the place at the proper times, in consequence of the general movement. If this anecdote be true, what does it prove? That Humphrey Potter might be very *idle*, but that he was, at the same time, very *ingenious*. It was a contrivance, not the result of mere accident, but of some observation and successful experiment.

The father of Eli Whitney, on his return from a journey which had necessarily compelled him to absent himself from home for several days, inquired, as was his usual custom, into the occupations of his sons during his absence. He received a good account of all of them except Eli, who, the housekeeper reluctantly confessed, had been engaged in making a fiddle. "Alas!" says the father, with a sigh and ominous shake of the head, "I fear that Eli will have some day to take his portion out in fiddles." To have anything to do about a fiddle, betokened, the father thought, a tendency to engage in mere trifles. How little aware was the father that this simple occupation, far from being a mere fiddle-faddle, was the drawing forth of an inventive genius to be ranked among the most effective and useful in respect to arts and manufactures.

It is related of Chantry, the celebrated sculptor, that, when a boy, he was observed by a gentleman at Sheffield, very attentively engaged in cutting a stick with a penknife. He asked the lad what he was doing, and with great simplicity but courtesy he replied, "I am cutting old Fox's head." (Fox was the schoolmaster of the village.)

On this the gentleman asked to see what he had done, and pronounced the likeness excellent, presenting the youth with a sixpence. How many would have at once characterized the occupation of the boy as a mischievous or idle one ; losing sight, for the time, of that lesson which every parent should know how to put into use, " Never despise small beginnings."

Of Edward Malbourne, the painter, it is said, the " intervals of his school-hours were filled by indefatigable industry in making experiments, and endeavoring to make discoveries." \* One of his greatest delights was found in *blowing bubbles*, for the pleasure of admiring the fine colors they displayed. Thus it appears that even the soap-bubble amusement, idle as some think it to be, may have not a little to do towards leading the young artistic mind to discriminate nicely between delicate shades of color.

The first panels on which William Etty, an English painter, drew, were the boards of his father's *shop floor* ; and his first crayon a farthing's worth of *white chalk*—a substance considered now-a-days almost invariably ominous of mischief-doing in the hands of a boy, especially on the opening day of the month of April. Now what does the mother of "little Willie" do, on discovering the nicely swept floor *disfigured* with chalk lines? Of course she scolds, and calls him a mischievous little fellow? No, this is not the course the sensible mother pursues. In an autobiographical letter addressed to a relative, Etty, speaking of this circumstance in his youthful life, says, " My pleasure amounted to ecstasy, when my mother promised me next morning, if I were a good boy, I should use some colors mixed with gum-water. I was so pleased I could scarcely sleep."

The family tradition says of Edward Bird, that he would, at three or four years of age, stand on a stool, chalk outlines on the furniture, and say, with childish glee, " Well done, little Neddy Bird." Even at the dawn he would be up to draw figures upon the walls, which he called French and English soldiers. No doubt the question often engaged the attention of the parents, as to how little Neddy should be broken of the habit of sketching so much on almost every thing about the house. The father finding, however, that his love of drawing and sketching was incurable, at length *wisely* ceased to counteract his artistic tendency, and, beginning to grow anxious to turn it to some account, finally apprenticed him to a maker of tea-trays, from whose employ, as every one knows, he advanced into the ranks of acknowledged genius.

When young West first began to display skill in drawing, and

learned from the roaming Indians the method of preparing colors, he was at a loss to conceive how to lay these colors skillfully on. A neighbor informed him that this was done with brushes formed of camel's hair ; there were no camels in America, and he had recourse to the cat, from whose back and tail he supplied his wants. The cat was a favorite, and the altered condition of her fur was imputed to disease, till the boy's confession explained the cause, much to the amusement of his father, who rebuked him, *not rashly*, but as becometh a *wise* parent, more in *affection* than in *anger*. To rebuke such an act wisely, required on the part of the parent a discrimination sufficiently clear to discern that *mischief-doing* had nothing to do in the affair. It was of no small importance that the correction employed should be adapted to the circumstances of the case. So also the mother of West, when she was sent to seek her son by the anxious inquiries of the schoolmaster in regard to his absence for several days from school, did not, on finding him with his box and paints laboring secretly in the garret, vent forth her anger in a passionate way, as though the child were engaged in a "mere foolish piece of business."

Thus we see the necessity of great discrimination on the part of the parent in the correction of a child. Children do not always necessarily engage in doing things in a sort of perfunctory manner, merely performing them for the sole purpose of getting through, careless whether they are done well or not. Children need not always necessarily act out their manœuvres in a roguish manner, merely busying their brain for the purpose of working out some means to practice a trick. Chalk does not appear to be used invariably for such purposes as raising laughter and performing mischievous acts. Even at the sight of charcoal, so difficult to tolerate, it is not allowable for the parent to disuse discretion, though mischievousness may seem to make use of this exceedingly smutty substance as one peculiarly suited to answer its purposes. It is said that our Copley, at some seven or eight years old, on being observed to absent himself from the family for several hours at a time, was at length traced to a lonely room, on whose bare walls he had drawn, in *charcoal*, a group of martial figures engaged in some nameless adventure. The artistic tendency in such a case, needs a treatment far different from that which would attribute it to a love of mere sportive trick-practising. The manœuvres of a boy should be thoroughly studied as to their real nature before recourse is had to rod correction. Rashness on the part of the parent or teacher is never excu-



sable. It should be remembered that in the plays and pursuits of the boy the future man is sometimes seen, and therefore it becomes of no little importance to know how the amusements and games of children may be improved for directing their inclinations to employments in which they may hereafter excel.—*Boston Transcript*.

---

## A HEARTY LAUGH.

AFTER all, what a capital, kindly, honest, jolly, glorious thing a good laugh is! What a tonic! What a digester! What a febrifuge! What an exorciser of evil spirits! Better than a walk before breakfast or a nap after dinner. How it shuts the mouth of malice and opens the brow of kindness! Whether it discovers the gums of age, the grinders of folly or the pearls of beauty; whether it racks the sides and deforms the countenance of vulgarity, or dimples the visage or moistens the eye of refinement—in all its phases, and on all faces, contorting, relaxing, overwhelming, convulsing, throwing the human form into the happy shaking and quaking of idiocy, and turning the human countenance into something appropriate to Billy Burton's transformation—under every circumstance, and every where a laugh is a glorious thing. Like "a thing of beauty," it is a "joy forever." There is no remorse in it. It leaves no sting—except in the sides, and that goes off. Even a single unparticipated laugh is a great affair to witness. But it is seldom single. It is more infectious than scarlet fever. You can not gravely contemplate a laugh. If there is one laugher and one witness, there are forthwith two laughers. And so on. The convulsion is propagated like sound. What a thing it is when it becomes epidemic.—*Dublin University Magazine*.

---

## PROFANE WORDS.

As polished steel receives a stain,  
From drops at random flung:  
So does the child, when words profane  
Drop from a parents tongue.  
The rust eats in, and oft we find  
That nought which we can do,  
To cleanse the metal of the mind,  
The brightness will renew.



**HISTORICAL FACTS.**—Few readers can be aware, until they have had occasion to test the fact, how much labor of research is often saved by such a table as the following—the work of one now in his grave. If “history is poetry,” as one who is a true poet himself, forcibly remarks, then here is poetry personified :

- 1607 Virginia first settled by the English.
- 1614 New York first settled by the Dutch.
- 1620 Massachusetts settled by the Puritans.
- 1623 New Hampshire settled by the Puritans.
- 1624 New Jersey settled by the Dutch.
- 1627 Delaware settled by the Swedes and Fins.
- 1635 Maryland settled by the Irish Catholics.
- 1635 Connecticut settled by the Puritans.
- 1636 Rhode Island settled by Roger Williams.
- 1650 North Carolina settled by the English.
- 1670 South Carolina settled by the Huguenots.
- 1682 Pennsylvania settled by William Penn.
- 1733 Georgia settled by Gen. Oglethorpe.
- 1791 Vermont admitted into the Union.
- 1792 Kentucky admitted into the Union.
- 1796 Tennessee admitted into the Union.
- 1802 Ohio admitted into the Union.
- 1811 Louisiana admitted into the Union.
- 1816 Indiana admitted into the Union.
- 1817 Mississippi admitted into the Union.
- 1818 Illinois admitted into the Union.
- 1819 Alabama admitted into the Union.
- 1821 Maine admitted into the Union.
- 1821 Missouri admitted into the Union.
- 1836 Arkansas admitted into the Union.
- 1845 Florida admitted into the Union.
- 1845 Texas admitted into the Union.
- 1846 Iowa admitted into the Union.
- 1849 Wisconsin admitted into the Union.
- 1850 California admitted into the Union.

## GOOD HEART AND WILLING HAND.

BY CHARLES MACKAY.

In storms or shine, two friends of mine  
Go forth to work or play,  
And when they visit poor men's homes,  
They bless them by the way.  
'Tis willing hand! 'Tis cheerful heart!  
The two best friends I know,  
Around the hearth come joy and mirth!  
Where'er their faces glow.  
Come shine—'tis bright! come dark—'tis light!  
Come cold—'tis warm ere long!  
So heavily fall the hammer stroke!  
Merrily sound the song!

Who falls may stand, if good right hand  
Is first, not second best:  
Who weeps, may sing if kindly heart  
Has lodged in his breast.  
The humblest board has dainties poured,  
When they sit down to dine;  
The crust they eat is honey sweet,  
The water good as wine.  
They fill the purse with honest gold,  
They lead no creature wrong;  
So heavily fall the hammer stroke!  
Merrily sound the song!

Without these twain, the poor complain  
Of evils hard to bear,  
But with them poverty grows rich,  
And finds a loaf to spare!  
Their looks are fire—their words inspire—  
Their deeds give courage high;  
About their knees the children run,  
Or climb, they know not why.  
Who sails, or rides, or walks with them,  
Ne'er finds the journey long;—  
So heavily fall the hammer stroke!  
Merrily sound the song!

## EDUCATION.

And say to mothers, what a holy charge  
Is theirs—with what a kingly power their love  
Might rule the fountains of a new-born mind;  
Warn them to wake at early dawn, and sow  
Good seed before the world hath sown its tares.

MRS. SIGOURNEY.

## INSPIRATION IN TEACHING.

MANY years ago, a clergyman of whom we are about to speak, was settled in a town of Western Massachusetts. He carried to his charge a passionate fondness for the study of Natural History. He spent many hours and days in watching the lives and ways of the birds, animals, insects, reptiles and fishes of the region in which he lived. He crowded his sermons and enriched his conversation with illustrations drawn from his favorite science. Years after when the clergyman had ceased from his beautiful callings, a naturalist of high standing happened to pass some time in the town to which we have referred. He was surprised to find many of the dwellers in the town cultivated naturalists as well as himself. On inquiring the cause of the general possession of so beautiful an accomplishment, he learned that it was the result of the former clergyman's sermons and conversations. And he found a people educated in a noble science without, it is likely, any of the machinery of the school-room; no recitations, no committing to memory from text-books, no set hours of study. The greatest of all educational works—the exciting of enthusiasm for a study—was effected when one ardent mind had imbued the minds around it with its own passionate love. We ourselves once saw a like effect from the ministrations of a clergyman who was an enthusiast in the study of history and its philosophy.

We inspire a mind with love for a study by bringing forward its attractive phenomena. Tell a scholar that if he looks upon his atlas he will find all the great peninsulas of the world—as Africa, California, Hindostan,—tapering towards the south, with the exception of Jutland and Yucatan, which taper towards the north; that the great mountain ranges of the world run in the lengthwise direction of the regions on which they stand; that, if he looks upon a northern map, like that of Russia, he will find, mainly, harsh words like Smolensk, Tebernigov, Cronstadt; but, if he looks on a southern map, as of Spain, he will find soft words predominating as Catalonia, Valencia, Sierra Morena, Sierra Nevada; he will recognize such facts as beautiful, will seek to verify or match them, will seek the reasons of their existence—and will be sure to become an interested student of Physical Geography.

Tracing out associations or attractive connections is another important means of inspiration. Tell a scholar that the river St. Lawrence was so named because the French entered it on St. Lawrence's

day ; that this St. Lawrence was an officer of an early Christian church, whom a Roman emperor martyred by broiling on a gridiron ; that the Escorial—a fine palace of the kings of Spain, was built in the form of a gridiron in the same saint's honor ; connect with the St. Lawrence the touching story of Wolfe's last days, and your scholar will be powerfully influenced towards the study of Descriptive Geography.

Let a study present to a student beautiful chains of reasoning, and it will fascinate him. For instance, the civilization of the world has had no slight dependence on its mountain ranges. With the atlas before him, let a student trace such connection, and he can not avoid feeling the inspiration the reason is thus calculated to awaken. From the mountains come the great rivers ; naturally, on the great rivers arise the cities and large towns. The cities gather and spread luxuries, stimulate mental action, concentrate and give efficiency to a nation's thought. The boy or the girl who has thus, for the first time, followed the waters of the Ohio, from the Alleghanies to the Gulf, has gained a rich sensation, and will be interested in the Danube, the Ganges, or the Nile, as he would never have been by the common mechanical form of study.

We have drawn our last few illustrations altogether from one science. But the ideas they enforce are as applicable to any other branch of literature or science as to geography.

We are sure there would have been many more men and women happy from a rich scholarship had this inspiration in education been rightly valued. But it has been too often sacrificed to a hard idea of discipline. The president of the college from which we graduated is a man to whom, as an educator, we are under very great obligations, but in this matter he erred miserably. He believed that studies should be made hard,—it was disciplinary,—and they became hateful. He execrated the classical labors of Prof. Anthon, because he made Latin and Greek easy. For the same reason *we* blessed him, and we were right. When we studied Horace, Dr. ——— wished us to "dig" out the difficult passages and we were discouraged. Prof. Anthon explained them, illustrated them richly, clothed them with beauty, and led us to love them. The commentator taught us to love the poet. And what a man loves in life or in art he gladly lingers round—strives for its meaning, studies its beauties, becomes familiar with every attitude, tone, gesture and color. And what is true of the statue, the picture or the friend, is true, in its way, of the book or the manuscript.

We should never believe that we are doing a student good by impos-

ing hard or discouraging studies upon him. Study must, indeed, to be at all satisfactory, be labor; but it must be easy, cheerful labor. Coke became a most accomplished lawyer, because he loved law; and its problems, unintelligible to a man like Cowper, were as child's play to him. But the beauty of a too common idea of discipline would have been finely illustrated by insisting on making a lawyer of Cowper and a poet of Coke.

To cluster round our studies the rich facts and connections to which we have referred, we should use richly annotated text-books. Every school-room too, should have an *Encyclopædia*. Each of the facts to which we have referred as connected with the St. Lawrence, could be found in so common a work as the *Encyclopædia Americana*.

But on teachers of a varied scholarship we must rely the most. Yet in a number of years' experience as member of a school committee, we have found inspiring power in teachers a thing to be desired rather than looked for. Too often they have taken to teaching, not because they have loved study, but because they could thereby earn money. Many of them never, or rarely, have read a narrative or dramatic poem, a history or a biography, a work of scientific or literary philosophy, in their lives. Their teaching is, of necessity, mechanical, and they leave the impression upon their pupils that all study is merely mechanical also. They are certainly not fitted to point out the charming phenomena and trace the fascinating chains of connection to which we have alluded. Studies in such minds are not "richly dight." We wish the directors of our Normal schools would look to this matter. Let them have a class in *Littell's Living Age* if need be. And let those who examine the qualifications of teachers ask what they have read; and, if they have read little or read nothing, the most thorough technical knowledge of the text-books should weigh lightly against such a heavy disqualification. We wish every boy or girl should be made to understand the enthusiasm that prompted these noble lines of Waller:

"Say, for ye saw us, ye immortal lights,  
How oft unwearied we have spent the nights,  
Till the Ledeon stars, so famed for love,  
Wondered at us from above.  
We spent them not in toys, or lust, or wine,  
But search of deep philosophy,  
Wit, eloquence and poesy.  
Arts which I loved, for they, my friend, were thine."

*New York Tribune.*

INFLUENCE OF A NEWSPAPER.—A school teacher who has been engaged a long time in his profession, and witnessed the influence of a newspaper on the minds of a family of children, writes in the Ogdensburg *Sentinel*, as follows :

I have found it to be the universal fact, without exception, that those scholars of both sexes and all ages who have had access to newspapers at home, when compared with those who have not, are—

1. Better readers, excelling in pronunciation, and consequently reading more understandingly.

2. They are better spellers and define words with ease and accuracy.

3. They obtain a practical knowledge of geography in almost half the time it requires others, as the newspaper has made them familiar with the location of the most important places, nations, their governments and doings on the globe.

4. They are better grammarians, for having become so familiar with every variety in the newspaper, from the common-place advertisement to the finished and classical oration of statesmen, they more readily comprehend the meaning of the text, and consequently analyze its construction with accuracy.

---

EDUCATION.—If I were to reduce to a single maxim the concentrated wisdom of the world, on the subject of practical education, I should but enunciate a proposition which, I fear, is not incorporated as it should be into the practice of schools and families. That principle is, that in educating the young, you serve them most effectually, not by what you do for them, but what you teach them to do for themselves. The popular opinion seems to be, that education is putting something *into* the mind of a child, by exercising merely its power of receptivity, its memory. I say nay, nay. The great principle on which a child should be educated, is not that of reception, but rather that of *action*, and it will ever remain uneducated, in the highest sense, so long as its higher mental powers remain inert. It was well said by the eminent Dr. Mason, "Let the aim of education be to convert the mind into a living *fountain*, and not a *reservoir*." That which is filled by merely pumping in, will be emptied by pumping out.—*Selected*.

---

BOOKS.—A learned writer says of books,—"They are masters who instruct us without rods or ferules, without words or anger, without bread or money. If you approach them, they are not asleep; if you seek them, they do not hide; if you blunder, they do not scold; if you are ignorant, they do not laugh at you."

## FEMALE TEACHERS.

DR. L. S. PEASE.

*Mr. Editor* :—Your fair correspondent *slightly* annihilated me, in your last number, for venturing to insinuate, that there are fields of labor in the educational harvest, more appropriately and efficiently cultured by gentlemen than by ladies. Were I disposed to charge her with garbling and misrepresenting, I suppose the frolicsome "Fannie" would say, it was only in "fun." I will refrain, therefore, from such charge. But I can not conceive how she could have prayed so earnestly, to have you send me your article on short words, and then, straightway indulge in a "heterogeneous" "promiscuousness" of big words, as original as "Sandy Creek fire-works," with an edifying regard for the rules of "*orthography*," that evinced her to be no "fastidious" slave to *monosyllabic* "conventionalities." With true feminine logic she attempted to massacre an opinion with a significant *Pooh!* To use such logic, the most stern yet gentlest "exclamation" in the language, is one of "Woman's Rights," though not a subject of conventional adoption. I appreciate the force and power of her argument. "But doctors" frequently prescribe irritants, and in this instance, their operation seems to have manifested an *allopathic* efficiency.

Your correspondent's plea for equality of wages, based upon the necessity of equal expense, is just and true; and I think, also, that cosmetics and jewelry will balance "soda water" and "hair dressers." There was an old "adage" which read somewhat as follows:

"Learn to write, and learn to indite,  
And read a line in Latin,  
And you will be clothed in Satin."

Miss "Fannie" having evinced her attainments in the two first requirements, and, being a "strong-minded woman," we may infer that she has the Latin, and now, perhaps, waits for the Satin;—and in the present "expansion" of the fashions, "oughtn't they to be paid as much as the *unmarried* man," lest they be "snubbed."

If Miss "Fannie" intended to intimate, that the Normal school, because it teaches all "precisely" alike, brings all up to "precisely" the same standard of excellence or qualification, or abolishes all intellectual characteristics of the two sexes, then she makes the Normal school excel, in reality, "the Editor's vision" of the "hot-house



Academy of the Great Republic of the year Three Thousand."  
"They, means all, doesn't it?"

The theme of my article was the substitution of female teachers for male teachers, in our winter schools; not in the primary branch of our graded and divided schools, but in the undivided schools of the rural districts, and in the higher branches of our graded ones. And I repeat with emphasis, that the ladies thus substituted, should be equal to our best qualified male teachers. Unless they are in advance of those for whom they were substituted, where is the progress? If ladies seek to enter the harvest field which needs and repays the labor of the best male teachers, they should be their equals in every respect essential to the performance of such labor, be it physical or mental.

I admit that all male teachers are not equally well qualified. I confess that there may be some who go about, underbidding the ladies in price, and who are their inferiors in many essential qualifications. And if your correspondent intended to intimate, that every shade of female intellect is equal to such specimens of humanity, she does injustice to her sex. For it is more than "possible that female teachers may be equal to, &c., &c."

"The doctor" thinks that those eighteen female teachers of Enfield, will compare favorably with a like number of the twelve hundred, who have graduated from the Normal school, or any other school of like excellence. Some of them were graduates of that school; some have taught many seasons in town, "Soldiers of the Line," and their labors are known and appreciated. In this district, (Thompsonville,) where we have graded schools, and employ six ladies, some of them have been engaged nearly six years, and the least either of them have been engaged in a single school-room, is two years. Knowing their labors and the fruits, we exchange either of them with reluctance. Now, would it not be almost barbarous to substitute men in their stead? From the ill adaptation of men to teach the young mind, such a substitution would be a retrogression. And so too, in my opinion, is the substitution of ladies in the higher grades and elder classes.

In this place there are two districts, so situated that their school-houses are but a short distance apart. In the winter term, the older scholars of both schools, were placed in one district, under a male teacher, in the other, under a lady. The two schools were nearly the same in number and in the average age of the scholars. The lady's scholars were mostly American, and the male teacher's scholars

were mostly of foreign parents. If there could have been any choice in material, the lady's school had the preference. The lady was a graduate of the Normal school, and had had a very successful experience. Imbued with the true spirit, she possessed the will and the ability of a thorough and efficient teacher. And I verily believe that she accomplished as much as any lady could possibly have done,—as much as could have been asked or expected of her. The male teacher was of equally high standing and character. Now, what was the result of the winter term of instruction in these two schools? which bore the scholars farthest along in their pursuit of knowledge? which aroused the most latent energy of character? which developed the most latent talent? which implanted in their young souls the most vigorous haste for knowledge? which inspired them with the greatest confidence in their own strength and attainments? In a word, which laid the broadest and deepest foundation upon which to rear a superstructure of future intelligence and usefulness? I answer, the *male teacher*,—and nothing was more obvious,—though I say it without the least design to detract from the merits of the lady's school, or to depreciate her efforts. But this superior advancement was apparent at the closing examination and exhibition, in the exercises of the school-room and the stage. The pupils evinced it in the deeper strength of thought, which was manifested in the grammar class and at the black-board. They evinced it in the exactness of their elocutionary exercises, both of reading and declamation. They evinced it in the self-confidence with which they solved a problem, *extracted the root* of a verb, declaimed the measured sentences of grave oration, spoke a colloquy or acted a burlesque. In fine, at their closing examination and exhibition, they manifested a degree of training which no female could ever have bestowed,—a training which required more physical labor than ladies are able to equal, and a *different* mental exertion. Your correspondent may claim that he was "above the generality of either male or female teachers." But he is no higher than every man ought to be, and *every lady*, too, who aspires to such fields of labor. It is just such teachers as he is, who are needed to teach our higher grades, and to "rough it" in the undivided winter schools of the rural districts. I admit of no "generality standard!" Such a generality standard includes "scapegraces" and dunces, who teach for money or fun. And it is this "generality standard" among the districts which leads them to employ, too frequently, some cheap "scapegrace" or dunce of a man, or a good lady, where a man is needed.

I admit that ladies can best teach the lisping child, and the recitative lessons of childhood. But if your correspondent intended to claim, that ladies are equally well adapted to the older as well as the younger classes, then she claims, not only an equality but an actual superiority. Such a claim would suppose the ladies intellects, to be possessed of a kind of India rubber elasticity, and a more wonderful power of adaptation, than the *modesty of gentlemen* will allow themselves to arrogate. True there are thinking women as well as thinking men. There are *funny* women, too, as well as funny men. Look at "Fannie" Fern. "Who writes more, or better, for fun;" "yet, where is there a more heartless embodiment of selfishness, or a more fastidious slave to conventionalities."

Perhaps, Mr. Editor, I have applied the *caustic* too severely. If so, pardon me. I hope your "fair correspondent" will favor us with another article in *earnest*. I am glad she takes her counsel to herself; asserts her right to think. May she be as funny, too, as she pleases.

THOMPSONVILLE.

---

WHEN JUDGE SHAW, of the Supreme Court, was told that Worcester was about to publish a dictionary containing ten thousand more words than any other dictionary in the English language,—*"Heavens!"* cried he with visible alarm, "*pray don't let Choate get hold of it.*"

---

THE SCHOOL MISTRESS AT HOME.—"My dear boy," said a kind-hearted country school mistress to an unusually promising scholar, whose quarter was about up,—*"My dear boy, does your father design that you should tread the intricate and thorny path of the professions, the straight and narrow way of the ministry, or revel amid the flowery field of literature?"* "No ma'am," replied the juvenile prodigy, "dad says he's going to set me to work in the tater patch."

---

TO TEACHERS.—Have a clear understanding of what you attempt to teach, and see that your pupils gain a clear understanding of what they attempt to learn.

## Editorial Department.

---

### TEACHERS AND TEACHERS' INSTITUTES.

THE demand for Teachers was never greater than at the present time, and the several Normal schools of New England fail to supply the demand. We mean "Teachers who are Teachers," and not all who have essayed to teach, or call themselves teachers. We intend to say that well qualified, devoted and efficient instructors are not sufficiently numerous to fill all the situations offered. Especially is this true of female teachers. The call is frequently made, "send us a good teacher, one whom you can recommend." In the matter of compensation and social position, there have been great advances. It is but a few years since most of our female teachers were employed at a mere pittance, and were required to seek their "food and lodging" from house to house,—having, what was familiarly called, a "*steady* boarding place" only for the Sabbath. Now, most of our best teachers command very liberal compensation, and are favored with a "*steady* boarding place" all the time. The profession has really an upward tendency, and may the many noble members who are laboring for elevation in the right way, be abundantly blessed for all their efforts.

But it is only for the true and good teachers that the encouragement is so great;—for those who are ever ready to do all within their power for their own improvement and for the advancement of our common schools. There is a class, and we are sorry it is so large, of *nominal* teachers who hang, as dead weights, upon the whole cause. Their sole interest is in the wages they receive. They have made no special preparation for their work, and have no natural fitness for it. They know nothing of a Normal school; never attended a Teachers' meeting or Institute; neither own nor read educational books; are not subscribers to any School Journal, and never say or do anything, designedly, which will tend to their own improvement or the elevation of their chosen profession.

But we rejoice in knowing that the number of efficient and devoted

teachers in our state is surely and rapidly increasing, and we hope the day is not distant when those who engage in a work so noble, will be properly appreciated and properly rewarded. But if teachers would become known and appreciated, they must be wide awake and give evidence that they are ever ready to embrace opportunities for self-improvement.

Among the means for professional improvement, none rank higher than "Teachers' Institutes," and from no source can teachers derive so much benefit, in so brief a time, and at so cheap a rate, as by attending a well managed Institute. The advantages are great and manifold, and though all the exercises of an Institute may not be equally interesting and instructive, it is, doubtless, true that those of the right spirit may get some good from every exercise.

It is well known, that our State has made provision for holding "Teachers' Institutes" in the several counties of the State. Six of these important auxiliaries are to be held during September and October, and we earnestly advise teachers to attend them, and do all in their power to promote the good of our common cause. By reference to another page, it will be seen that arrangements have already been made for four of the six. Due notice will be given of the remaining two. The Hon. Ira Mayhew, Superintendent of Schools for the State of Michigan, thus truthfully speaks of the utility of Institutes and what he says to the teachers of Michigan we would say to the teachers of Connecticut:

"Teachers' Institutes constitute an efficient agency, both in *providing well trained teachers for the school-room*, and in *cultivating an intelligent and active public sentiment in favor of Education*. Wherever they have been properly conducted, the people have been awakened to a livelier interest in the education of their children, and a marked improvement in the character of the instruction given in our primary and higher schools, has been apparent. That these *State Teachers' Institutes* may be productive of great public benefit, it is earnestly requested that all good citizens will lend whatever of aid and influence they can to insure a full attendance of the teachers in their vicinities. And all persons contemplating the charge of schools the ensuing season, it is hoped, will avail themselves with alacrity of the benefits here offered, and attend, so far as may be, some one of these Institutes, from the *beginning* to the *close* of the session."

## AMERICAN INSTITUTE OF INSTRUCTION.

It was our pleasure to attend the thirtieth anniversary of this excellent association at Manchester, N. H., on the 18th, 19th and 20th of August. This is the oldest educational association in the country, and the meeting at Manchester was one of the largest and most interesting ever held in the United States. The large and beautiful Hall in which the sessions were held, was "filled to overflowing;" the exercises were highly interesting and instructive, and an excellent and cheering spirit prevailed. The teachers and strangers were most kindly cared for by the people of Manchester, who made every effort to contribute to the pleasure of those from abroad.

We were glad to find Connecticut represented by such men as Dr. Andrews, and Hon. D. N. Camp, of New Britain; Mr. Hart, of Farmington; Mr. Brownell, of Hartford; and Mr. Perry, of New London.

The Hon. John D. Philbrick, late of this State, was elected President for the ensuing year. We give below a list of the officers, and hope, at a future time, to speak more particularly of the exercises.

**PRESIDENT**,—John D. Philbrick, Boston.

**VICE PRESIDENTS**,—Samuel Pettes, Roxbury; Barnas Sears, Providence, R. I.; Gideon F. Thayer, Boston; Benjamin Greenleaf, Bradford; Daniel Kimball, Needham; William Russell, Lancaster; Henry Barnard, Hartford, Conn.; William H. Wells, Chicago, Ill.; Dyer H. Sanborn, Hopkinton, N. H.; Alfred Greenleaf, Brooklyn, N. Y.; William D. Swan, Boston; Charles Northend, New Britain, Conn.; Samuel S. Greene, Providence, R. I.; Ariel Parish, Springfield; Leander Wetherell, Boston; Ethan A. Andrews, New Britain, Conn.; Daniel Leach, Providence, R. I.; Amos Perry, New London, Conn.; Nathan Hedges, Newark, N. J.; Worthington Hooker, New Haven, Conn.; Zalmon Richards, Washington, D. C.; John W. Bulkley, Brooklyn, N. Y.; Samuel F. Dyke, Bath, Maine; Thomas Sherwin, Boston; D. B. Hagar, Jamaica Plain; Jacob Batchelder, Salem; Elbridge Smith, Norwich, Conn.; George S. Boutwell, Groton; John Kingsbury, Providence, R. I.; George Allen, Jr., Boston; Charles Hammond, Groton; D. N. Camp, New Britain, Conn.; R. S. Rust, Manchester, N. H.; Marshall Conant, Bridgewater.

**RECORDING SECRETARY**,—John Kneeland, Roxbury.

**CORRESPONDING SECRETARIES**,—B. W. Putnam, Boston; A. M. Gay, Charlestown.

**TREASURER**,—William D. Ticknor, Boston.

**CURATORS**,—Nathan Metcalf, Boston; J. E. Horr, Brookline; Samuel Swan, Boston.

**CENSORS**,—Joshua Bates, Boston; Joseph Hale, Boston; F. A. Sawyer, Boston.

**COUNSELLORS**,—Daniel Mansfield, Cambridge; D. P. Galloup, Lowell; A. A. Gamwell, Providence, R. I.; Charles Hutchins, Providence, R. I.; Moses Woolson, Portland, Maine; Alpheus Crosby, Boston; Samuel J. Pike, Somerville; J. W. Allen, Norwich, Conn.; A. P. Stone, Plymouth; George N. Bigelow, Framingham; Richard Edwards, Salem; James N. McElligott, New York.



# THE SCHOOLMASTER ABROAD.

WE give below a true copy of a letter (names omitted) received by a well known firm in Chicago, Illinois. The author was a teacher, though not in the State of Illinois. We are not informed as to what State he honors, but the letter is a true copy, verbatim, punctuatim et literatim. Who can beat it in "illiteracy" or "originality?"

JULY 22d. A. D. 1857.

MR. T—— & S——,

*Dear Sir;* I this spare time take to informe you of the illiteracy, and will present to your originality.

Sir: I send to you these few lines, to perchase a few articles, Sir: I,—inclosed four postage stamps to perchase a pamphlet, (Titled) the gyroscope, with experiments and Explanations, of the various phenomena it exhibits.

N. B. Sir, If you please, scend me a letter, or the Teacher's Appeal to the parents of his pupils. Sir's I would like to see one, and if it pleases me I will Scend for a-bout fifty. I want to get Some-thing that will please my Schoolars, when the School is out. I think it is not worth-while riting any more at present. So Scend ome- diately, I take the Ohio Journal of Education? And I am your affectionate friend.

(Address.)

County.

## COMPOSITION WRITING.

Harper's Magazine is responsible for the following:

"A distinguished Georgia lawyer says, that in his younger days, he taught a boys' school, and requiring the pupils to write compositions, he sometimes received some of a very peculiar sort. The following are specimens:

'*On Industry.*—It is bad for a man to be *idol*. Industry is the best thing a man can have and a *wife* is the next. Prophets and Kings desired it long, and died without the *site*. Finis.'

'*On the Seasons.*—There is four seasons, Spring Summer, Autumn and Winter. They are all pleasant. Some people may like the Spring best, but as for me, give *me liberty or death*. The end.'



## TEACHERS' INSTITUTES.

TEACHERS' INSTITUTES will be held at the times and places named below, and teachers are earnestly and cordially invited to attend some one or more of these useful gatherings. Arrangements have been, very generously, made by the citizens, in the several places, to accommodate with board, all who may attend. May we not anticipate a very large and general attendance? Each Institute will commence on the evening of the day named :

At NORTH WOODSTOCK, *Windham County*, September 21.

" THOMPSONVILLE, *Hartford do.*, do. 28.

" NEW HARTFORD, *Litchfield do.*, October 19.

" NEW CANAAN, *Fairfield do.*, do. 26.

Institutes will also be held in New Haven and New London Counties, of which due notice will be given in our next, and also by circulars.

## MISCELLANEOUS.

**NORMAL SCHOOL.**—The autumn term of this institution commenced Aug. 12th, and there are now about one hundred and thirty members, diligently devoting themselves to a preparation for the great work of teaching.

**STAMFORD.**—We are sorry to learn that the Rev. E. B. Huntington, the successful and accomplished Principal of the Graded School at Stamford, has resigned his position. He has done a good work for Stamford, and we hope that he has no intention to retire from the educational field. Mr. Holley, who has, for a year or two, been a faithful teacher in one of the departments of this school, has resigned and entered the Normal School with a view to complete his course of preparatory study.

**NORWICH TOWN.**—We learn, with much pleasure, that a Graded School has, at length, been established at this pleasant town, and that Mr. Lathrop, late of New London, has been appointed Principal. Mr. L. is a good man and a good teacher. May abundant success attend his labors in his new situation.

**TO CORRESPONDENTS.**—We still have several communications on hand,—some of which will appear in our next. Some of these were sent with the request that they might appear in this number, but they came to hand quite too late.

Our friend, Dr. Pease, has "waked up" some interest on the subject of female teachers. We have an article endorsing "Fannie Fern's" side of the question, which will appear in our next. A careful perusal of the several articles will lead to the belief that the real views of the several writers are not so variant as might be supposed. A friendly discussion will do good.

## BOOK NOTICES.

ARCTIC EXPLORATIONS. First Expedition by Dr. E. K. Kane, M. D. Philadelphia: Childs and Peterson. 1 vol. 8 vo.

ARCTIC EXPLORATIONS. Grinnell Expedition. By E. K. Kane, M. D. Philadelphia: Childs and Peterson: 2 vols. 8 vo.

We doubt if any other three volumes now before the public have been so widely circulated or read with so much interest as these three volumes of Dr. Kane. They are the productions of one of the most remarkable men that ever lived, and he has succeeded, in a wonderful degree, in making the volumes before us exceedingly interesting and instructive to the general reader, so that, whether youth or adult, he finds himself so intensely interested in the contents of the volumes that he can scarcely lay them aside until he has read every page. The style is so forcible, and yet so plain and simple, that all classes of readers are at once charmed and instructed. We most heartily commend them for school, family, public and private libraries. The publishers have performed their part in a highly creditable manner and richly deserve the liberal reward they are receiving.

Messrs. Childs and Peterson, have in press and will soon publish a Biography of Dr. Kane, prepared by Dr. Elder, author of "Periscopies." This work is looked for with much interest, and will, we doubt not, meet with a very extensive sale.

*Wells' Familiar Science*; *Peterson's Science of Common Things*; *Bouvier's Familiar Astronomy*; and *How's Elocution*, are all exceedingly valuable books for school use and for reference. They are published by CHILDS AND PETERSON, and are well worthy the attention of teachers and friends of education,—to whose notice we confidently commend them.

MESSRS. MILLER AND CURTIS, 331 Broadway, New York, furnish at very low rates, the following excellent books for school libraries. *Lamartine's Travels in the east including a journey in the Holy Land*. 2 vols. 12 mo. These volumes are written in a very familiar and entertaining style and tend at once to secure the attention and enlist the interest of the reader. Abounding in valuable information, clearly expressed, they are worthy of a place in every library.

FRENCH REVOLUTION: including the period from 1789 to 1848. By T. W. Redhead. 3 vols. 12 mo.

The full and interesting details of these volumes make them quite valuable, for school and public libraries. Like most of the works edited by Messrs. Chambers, they may be relied on for the accuracy of their contents and the completeness of their descriptions.

Messrs. Miller and Curtis also furnish the "Life of Burns," in four volumes, a very cheap and reliable work. To any in want of books for school, private or public libraries, we would cheerfully commend many of the valuable works for sale by these enterprising publishers.

STORIES OF THE IRISH PEASANTRY. By Mrs. S. C. Hall. 1 vol. 12 mo.

This volume is dedicated to the Landlords and Tenants of Ireland. The design of the stories is to illustrate those peculiarities of Irish character which

appear to be the root of evils in their condition. The book contains about twenty stories quite amusing and characteristic.

We have received from the publishers, Messrs. Brown, Taggard and Chase, Boston, a copy of a new Arithmetic for school use, by *James S. Eaton*, A. M. We have not had time to examine it with care, but what we know of the author we expect to find it a *first rate* work. The book presents a very attractive appearance, the publishers having well performed their part.

The same enterprising firm also publish a very beautiful Primer for beginners, prepared by Miss Anna E. Tower. It will greatly aid the little folks, and make their first step in learning pleasant. Call for "*Tower's Little Primer.*"

We would call the attention of Teachers and School Committees to the "*Original Duntonian System of Rapid Writing*, advertised in this No." by A. R. Dunton of Boston. *We have never examined so complete a series of books, and we think there can be none more practical.*

Mr. Dunton has given lessons in the Normal School at various times for several years with the most satisfactory results, and the Duntonian writing books wherever introduced, prove themselves to be unrivaled in securing rapidity and grace in this most useful art. They commend themselves alike to the lovers of utility and beauty.

We give the following recommendation from John P. Craig, Esq., Superintendent of Public Schools in the State of Maine.

*Recommendation from J. P. Craig, Esq., Superintendent Schools for the State of Maine.*

This may certify, that I employed Mr. A. R. Dunton to teach Penmanship in the Teachers' Institutes holden in this State the past year. I visited Boston for the purpose of securing a corps of first class teachers. Mr. Dunton was recommended to me by the teachers of the English High and Latin Schools, as the gentleman most competent to take charge of this important branch of instruction. Before securing the services of Mr. Dunton, I saw him give several lessons in the English High and Latin Schools, and I confess that I was then highly pleased with his method of instruction. Since that time I have had greater opportunities to test the efficiency of his original plan. It combines the practical with the philosophical; for every movement of the pen a reason is given, and its importance clearly demonstrated. Mr. Dunton is everywhere regarded as a teacher of teachers, and should be received and acknowledged as the originator of a new and improved style of rapid writing. While connected with the Institutes he did more, in my opinion, to advance the standard of public taste in our public schools, in the art of penmanship, than has been done from all other causes combined, for many years.

J. P. CRAIG,

*Sup't Common Schools, State of Maine.*

Readfield, Dec. 20, 1856.

MITCHELL'S OUTLINE MAPS. O. D. Case & Co., Hartford, have just published a revised set of these invaluable maps, and will soon issue a manual, prepared by Prof. Camp, to accompany the maps. We hope to see the maps and books used in every school of our State,